**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: **Sadoko and the Thousand Paper Cranes** TIME FRAME: **2 Weeks** TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | This is the true story of a Japanese girl who lived in Hiroshima during WWII.  She was only a few years old when Americans dropped the atomic bomb there.  As she grew up, she developed a love for running and had hopes of becoming a famous athlete- until she developed leukemia from her exposure to the atomic bomb. The purpose of this lesson is to acquaint students with the Japanese culture and an event affecting Japanese and American relationships. This lesson will additionally endeavor to develop the understanding that the desire for influences all cultures and that human tragedy is a characteristic that all cultures have in common.***Sadako and the Thousand Paper Cranes*** helps students to understand the realities of war, its ramifications, and the heroism and courage Sadako displays in dealing with her tribulation. | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.   Students will value evidence.  ☑ Students will build strong content knowledge.  ☑ Students will respond to the varying demands of audience, task, and discipline.   Students will critique as well as comprehend.   Students will use technology and digital media strategically and capably.  ☑ Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | |
| |  | | --- | | **Reading**  **RL4.1** – Refer to details and examples in a text when explaining what the text says explicitly when drawing inferences from the text.  **RL4.2** – Determine a theme of a story, drama, or poem from details in the text; summarize the text.  **RL4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).  **RL4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  **RI4.1** - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  **RI4.2 -** Determine the main idea of a text and explain how it is supported by key details; summarize the text.  **RI4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.*  **RI4.8** Explain how an author uses reasons and evidence to support particular points in a text. | | |  | | --- | | **Writing** |   **W4.2a** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  **W4.2b** Develop the topic with facts, definitions, concrete details, quotations, or other  **W4.3a -** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  **W4.3e -** Provide a conclusion that follows from the narrated experiences or events. | |  | | --- | | **Speaking and Listening** |   **SL4.1a** – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  **SL4.1b** – Follow agreed-upon rules for discussions and carry out assigned roles | |  | | --- | | **Language** |   **L4.1d -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).  **L4.2a -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.  **L4.3c** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  **L4.4a** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |

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| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| * How is Sadako's story helpful to people around the world? * How did Sadako family handle her illness? * What effect can war have on a person’s physical and mental health? | | | By the end of this lesson, students will be able to   * know the difference between a biography and an autobiography. * recognize similes and metaphors. | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| Reading Tasks   * Author study of Eleanor Coerr (Edhelper.com) * Make a timeline showing the events from the beginning of the book to the end. (sequence) | Writing Tasks   * Students will present information clearly in a variety of oral and written forms such as summaries, paraphrases,Brief reports, stories, posters, and charts. * Interview and write a biography of a classmate. * Daily Reflective Journal * Make a timeline showing the events from the beginning of the book to the end. * Write peace poems using traditional Japanese [forms](http://www.aces.k12.ct.us/classweb/ansonia/index.html) of poetry and include the image of the crane. | | Discussion Tasks   * What questions would you ask Sadako if you were able to meet her? * If Sadako had finished all 1,000 paper cranes, what do you think might have happened? * What would happen if you changed the ending of this book and Sadako * What type of emotion does this book make you feel? Why? Give specific examples from the book. | | Language/Vocabulary Tasks   * Students will make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words. * [Suggested Vocabulary](http://www.amsgrade4.com/favicon.ico) * Illustrated Vocabulary Book - An illustrated vocabulary book gives students an opportunity to memorize new vocabulary words and be creative at the same time. Provide a blank booklet for each student and instruct him to write one of the vocabulary words at the top of each page and illustrate it with a picture. |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
| Making Connections/ Building Prior Knowledge  Have you ever seen a penny on the ground and picked it up for good luck? Did anyone ever tell you only to pick it up if the heads side was facing up? What other things can you think of that are thought to bring good or bad luck? Do you think that this object or event might bring good luck or bad luck? All cultures have different signs and symbols for both good and bad luck. | | * Use of similes and metaphors in student autobiography. * Sadako had much courage. Write about three times Sadako demonstrated her courage in this story. * Write about how Sadako's family tried to help her through her illness. | | * Research "good luck" symbols. Put together a booklet. Each page should contain the symbol, an illustration of the symbol, and who believes in its luck and why. * Teacher- Made Test * ClassScape * MAP | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:   * + Sadako and the Thousand Paper Cranes by Eleanor Coerr   + The Paper Crane by Molly Bang   + Faithful Elephants by Yukio Tschiya (Good Transition to Unit Two; [Lesson Plan](http://www.ride.ri.gov/instruction/curriculum/rhodeisland/RhodeIslandProject/(rnukco454nhhejnqts3vaizm)/PDF/R5-UAAG.pdf))   + Pearl Harbor Child, Dorinda M. Nicholson   + Baseball Saved Us by Ken Mochizuki   + [Origami: Cranes](http://library.thinkquest.org/27458/nf/origami/cranes.html) | | | | | |
| **Notes:**  **Culminating Activity Example:**  Japan Day: The students will eat traditional Japanese food and will be able to make paper Carp Kites and origami. Students will listen to Japanese music and decorate the classroom.  **Social Studies Connection**  **Culture:** [Asian Americans in North Carolina](http://its.guilford.k12.nc.us/favicon.ico)  **Verbal / Written Resources:**  Vocabulary Cards  Simile/Metaphor Stop Sign  Maps of Japan  Word Walls  **Online Resources**  [Sadako and the Thousand Cranes](http://ethemes.missouri.edu/themes/1824)  On the Sadako Statue in Peace Park, Hiroshima & Seattle Peace Park:  <http://www.sadako.org/>  On Crane Lore and the Thousand Cranes Peace Network  http://rosella.apana.org.au/~mlb/cranes/lore.htm | | | | | |